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ABSTRACT

This description of Richland Community College's Career Resources Library begins by explaining the eight major subdivisions of the collection: (1) job search information, which contains information on employment strategies, interviewing techniques, researching jobs/companies, and resume writing; (2) occupational information, which includes employment outlook information for 13 highlighted career areas; (3) skills for living, which contains information on adult development, career planning, and community resources; (4) educational information, which includes college catalogues and educational resources; (5) Holland files, which categorize occupational information according to John Holland's six interest and personality themes; (6) vocational biographies; (7) audio-visual materials; and (8) job placement resources for the Dallas area. After the library's color code system and methods for labeling and filing new resources and creating index cards for reference books and audio-visual materials are detailed, a list of sources of career information is provided. The next sections focus on the Career Services Division's philosophy and purpose, describing emphases on adult and career development and providing diagrams of the career services model, the process used in meeting student career/life planning needs, and the library's staffing hierarchy. A list of the library's personnel and their responsibilities is included. (LAL)

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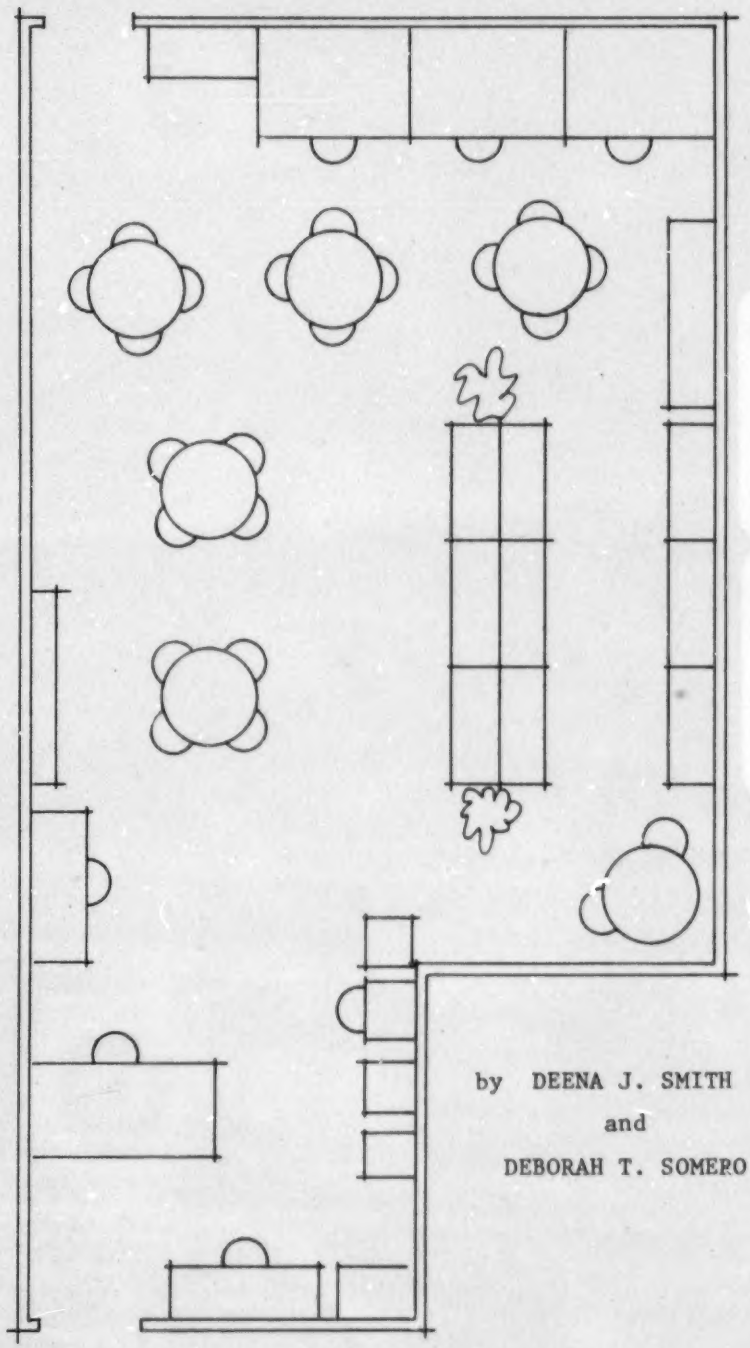
BLUEPRINTS FOR BUILDING A CAREER RESOURCES LIBRARY



by DEENA J. SMITH
and
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RICHLAND COMMUNITY COLLEGE
CAREER RESOURCES LIBRARY

The library is divided into eight major sections. These sections include:

JOB SEARCH INFORMATION
OCCUPATIONAL INFORMATION
SKILLS FOR LIVING
EDUCATIONAL INFORMATION
HOLLAND FILES
VOCATIONAL BIOGRAPHIES
AUDIO/VISUAL MATERIALS
JOB PLACEMENT RESOURCES

In order to readily locate materials, the resources are subdivided. Listed below is a description of the major sections and subsections.

The JOB SEARCH INFORMATION is divided into five subsections:

Employment Strategy - which includes variety of topics from strategies to finding job openings, establishing employment goals, to job search techniques.

Job Search Notebooks - which includes professional and other job listings, employment outlook, part-time jobs, and non-traditional jobs.

Interviewing Techniques - includes books on types of interviews and preparation for the interview.

Researching Jobs/Companies - including a series of books on career employment offered by businesses and professional organizations.

Resume Writing - books which contain information ranging from techniques and types of resumes.

A second area is OCCUPATIONAL INFORMATION which is comprised of eighteen subsections:

Four of the areas, Occupational Outlook Handbooks, Occupational Resources, Occupational Information Notebooks, and Occupational Guides, contain information regarding a wide variety of occupations.

The other thirteen areas are:

Service Occupations, Government
Social Science
Sports/Recreation
Transportation, Travel
Business
Communication, Fine Arts, Entertainment
Construction, Architecture, Landscaping
Education/Teaching, Library
Health
Industry
Law/Pre-Law
Mechanics and Repair
Scientific/Technical, Environmental

Each area gives information regarding those specific occupations. Information includes the nature of the work, job outlook, salary information and work environments.

The last area is Magazines, which includes magazines like "Working Woman", "Job Scope", "Savvy", and "Journal of College Placement".

The third area is SKILLS FOR LIVING which is divided into three subdivisions:

Adult Development is one subdivision and includes information about retirement, communication skills, adult transition, and stages of adult development.

Career Planning is a second subdivision which includes decision-making in career/life planning and assessing skills, values, and interests.

The last area, Community Resource, gives addresses and phone numbers for institutions, organizations, and community centers in the Dallas area.

EDUCATIONAL INFORMATION is a fourth area and is subdivided into two areas:

One area, College Catalogues, is divided into Two Year Colleges and Four Year Colleges. The group is comprised of college catalogues primarily in the State of Texas.

The second area is titled, Educational Resources which contains notebooks about degree information and technical programs. Another section within this group gives information about law schools, graduate business schools, guide to fellowships and internships, and strategies for surviving in college.

The HOLLAND FILES is a fifth area and includes occupational

information categorized according to John Holland's six interest and personality themes.

VOCATIONAL BIOGRAPHIES are the sixth group and contains a series of biographies about people in specific occupations.

The seventh section is AUDIO/VISUAL MATERIALS and includes slide/tape units and filmstrips. Topics range from occupational information about specific topics, succeeding in the world of work, job interviewing techniques, and expectations of going to college. This area also contains three carrel units which can be used for slides and cassette tapes. There is also a DuKane unit for filmstrips and cassette tapes.

The last section of the library is JOB PLACEMENT RESOURCES and includes books and a computerized job listing of jobs within the Dallas area. (C.A.P.E.R.S.)

COLOR CODE SYSTEM

Four of the major sections in the library, JOB SEARCH INFORMATION, OCCUPATIONAL INFORMATION, EDUCATIONAL INFORMATION, AND SKILLS FOR LIVING, are assigned a color which is indicated by colored tape attached to the resource materials and a colored dot attached to the index cards in the card catalog.

JOB SEARCH INFORMATION - BLUE
OCCUPATIONAL INFORMATION - GREEN
EDUCATIONAL INFORMATION - YELLOW
SKILLS FOR LIVING - RED

LABELING AND FILING NEW RESOURCES

Each new book or magazine is stamped, logged into the appropriate area and then taped with the appropriate color. After this is completed the resource is then placed on the book shelf. An index card is typed for each new book and an appropriate colored dot is placed on the card.

New articles are stamped and then either placed in the notebooks under the major sections or in the HOLLAND FILES. Audio-visual materials are logged in and an index card is completed. This index card includes the title and a short summary of the material.

INDEX CARDS FOR REFERENCE BOOKS AND AUDIO—VISUAL MATERIALS

REFERENCE BOOKS

JOB SEARCH INFORMATION ●
Employment Strategy

Re-Careering in Turbulent Times
Ronald L. Krannich (2 copies)

AUDIO—VISUAL MATERIALS

OCCUPATIONAL INFORMATION ●
Business

Office Occupations—Slide Tape Unit
"Recognizing Skills Necessary for Employment in a Business Office"

Summary:
General description of skills—good grammer and punctuation, neatness, and accuracy.
Description of personal qualifications needed for office occupations.

SOURCES OF CAREER INFORMATION

There are several sources which publish career material for the asking. Alot of this information is free.

1. Write to organizations listed in the sources of additional information section at the end of every Occupational Outlook Handbook statement.
2. Government agencies (local and state)
   Texas:
   Executive Director, State
   Coordinating Committee Occupational Information
   Texas Employment Commission Building
   15th and Congress Avenue
   Room 648
   Austin, Texas 78778
3. Professional Societies
4. Trade Associations
5. Labor Unions
6. Corporations
7. Educational Institutions
8. Career Guide to Professional Associations
   Compiled and edited by the staff of the Carroll Press
   Second Edition, 1980
9. Magazine subscription -
   "Career World"
   P.O. Box 310
   Highwood, Illinois 60040
10. Newspaper articles
11. National Trade and Professional Associations of United States, Eighteenth Annual Edition ($40.00)

You will also find the names and addresses of other organizations that publish career information in directories in your library's reference section. There are directories that list:

- trade associations
- professional associations
- business firms
- junior and community colleges
- home study and correspondence programs
- business, trade, and technical schools

It is important to carefully assess career materials you obtain. Keep in mind the date and source, because information that is too old may contain obsolete or even misleading information. Be aware that some occupational materials are produced solely for recruitment purposes. You should be wary of biased information, which may tend to leave out important items, overglamorize the occupation, overstate the earnings, or exaggerate the demand for workers.

CAREER SERVICES PHILOSOPHY AND PURPOSE

Career Services staff are integral members of the community of educators at Richland College of the Dallas County Community College District. As a component of Student Services we share with them and with other instructional areas the responsibility of providing programs, environments, and services which meet the learning and life skills needs of students.

From the career choice process through academic planning and job finding, Career Services' staff offer assistance to students. By providing individual counseling, group and self-directed learning experiences, access to occupational resources and job availability information, we contribute to the student's potential for successful career/life development. Moreover, this is a shared responsibility throughout the institution. Career planning occurs best when all members of the college staff work together to provide experiences which assist students in identifying and reaching their career goals.

The following statements of purpose describe the emphases and methods of Career Services:

1. *To use adult and career development theories intentionally and systematically in designing programs and services.* Career planning is a lifelong process. Research in adult and career development theory provides the framework for identifying and understanding the tasks that occur at each stage of development. By addressing the identity, maturity, and learning needs which face individual students at each life stage, we can maximize their potential for further growth.

2. *To contribute to the development of skills and attitudes necessary for lifelong career decision-making.* In our changing and complex society, occupations are becoming obsolete even as new ones are being created. Since no single career choice is likely to last a lifetime, openness to change has become a necessity. In order for students to manage these inevitable changes, key skills must be developed. These include the ability to:

    * gather relevant information
    * set goals and establish priorities
    * generate and choose from among options
    * implement and evaluate choices

    Career Services staff, using expertise in counseling, human development, learning skills, academic planning, employment trends, and employability strategies, make an important contribution to the development of individuals who are successful career managers.

3. *To create an environment which invites and encourages student growth.* A learning environment is comprised of many aspects. Career Services staff are committed to the creation of an atmosphere in which respect for individual worth is unquestioned, and in which both caring and challenge can stimulate growth. In addition, it is essential that the physical setting be visually appealing and include accessible, pertinent, well organized resources.

4. *To help students integrate their knowledge, skills, experiences, and personal values in making career/life choices.* All successful career choices result from the individual's perception and use of his/her knowledge, personality characteristics, values, and skills and abilities. Career Services staff seek to help students understand and incorporate the interrelationship of these factors. Because of the particular role of personal values in making career decisions which are satisfying and productive, one key staff role is assisting students in identifying and clarifying these values.

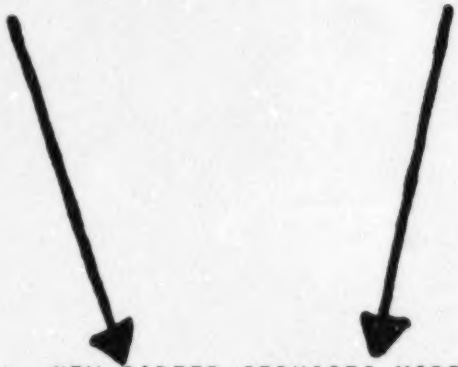
OLD CAREER PLANNING MODEL

. Consists of identifying interests, values, skills and matching jobs to those skills

OLD PLACEMENT MODEL

. Referrals made directly to potential employers

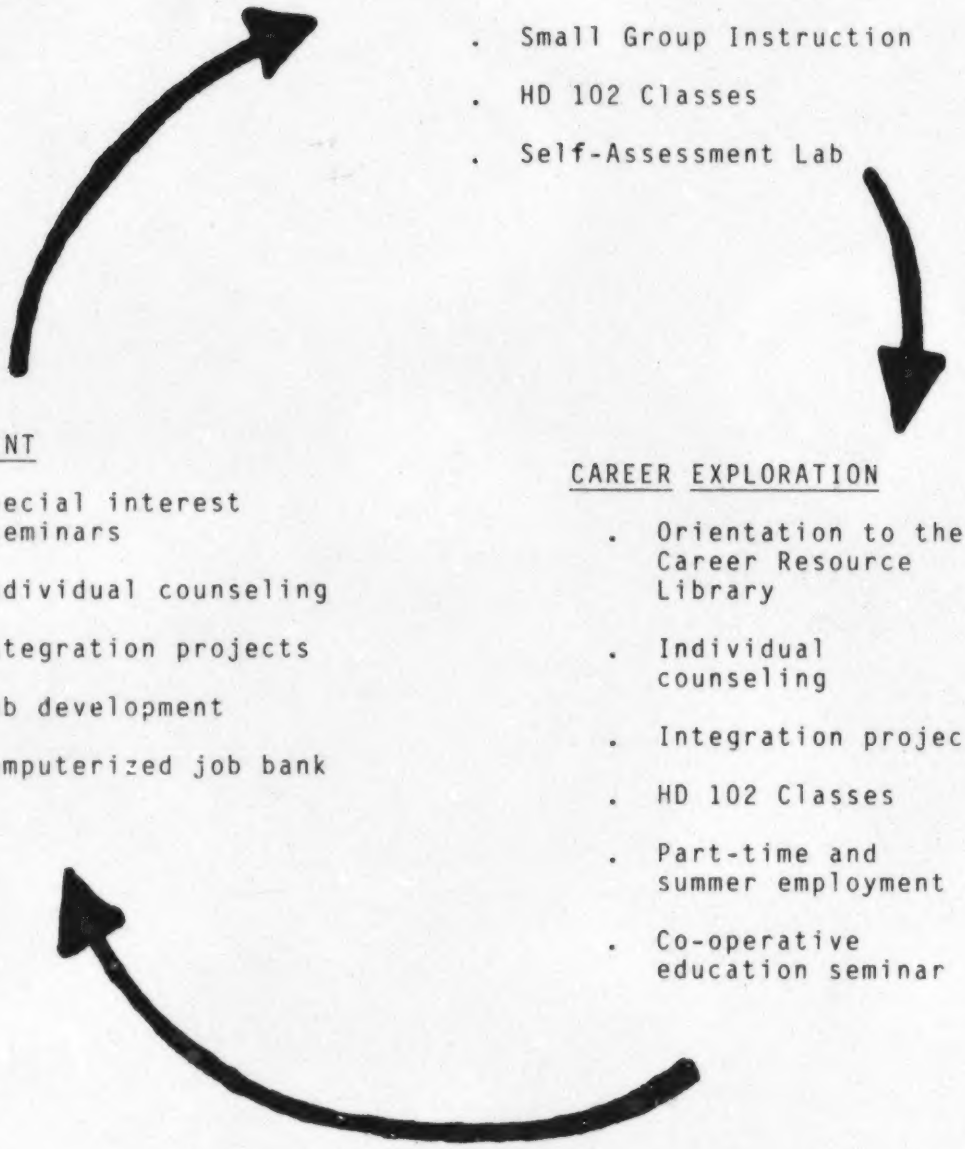
. Taught students about the world of work



NEW CAREER SERVICES MODEL

- Moving towards a theoretical base which includes:
  - . Perry's scheme of adult cognitive development
  - . Bolles Career/Life Planning Theory which stresses experiential learning
  - . Super's theory of exploration and establishment
  - . Maslow's theory which states needs provide motivation
  - . Holland's theory that vocational preferences and interests are expressions of personality.
- Recognizing that much of learning is experiential
- Recognizing career and placement functions are an integral part of the total educational process
- Teaching students an on-going self-help process for formulating career/life goals and putting them into action
- Encouraging on-campus recruiting by employers

MEETING STUDENT CAREER/LIFE PLANNING NEEDS



PHYSICAL STAFFING

DAY SHIFT

Hours: 8:30-4:30 M-F

EVENING SHIFT

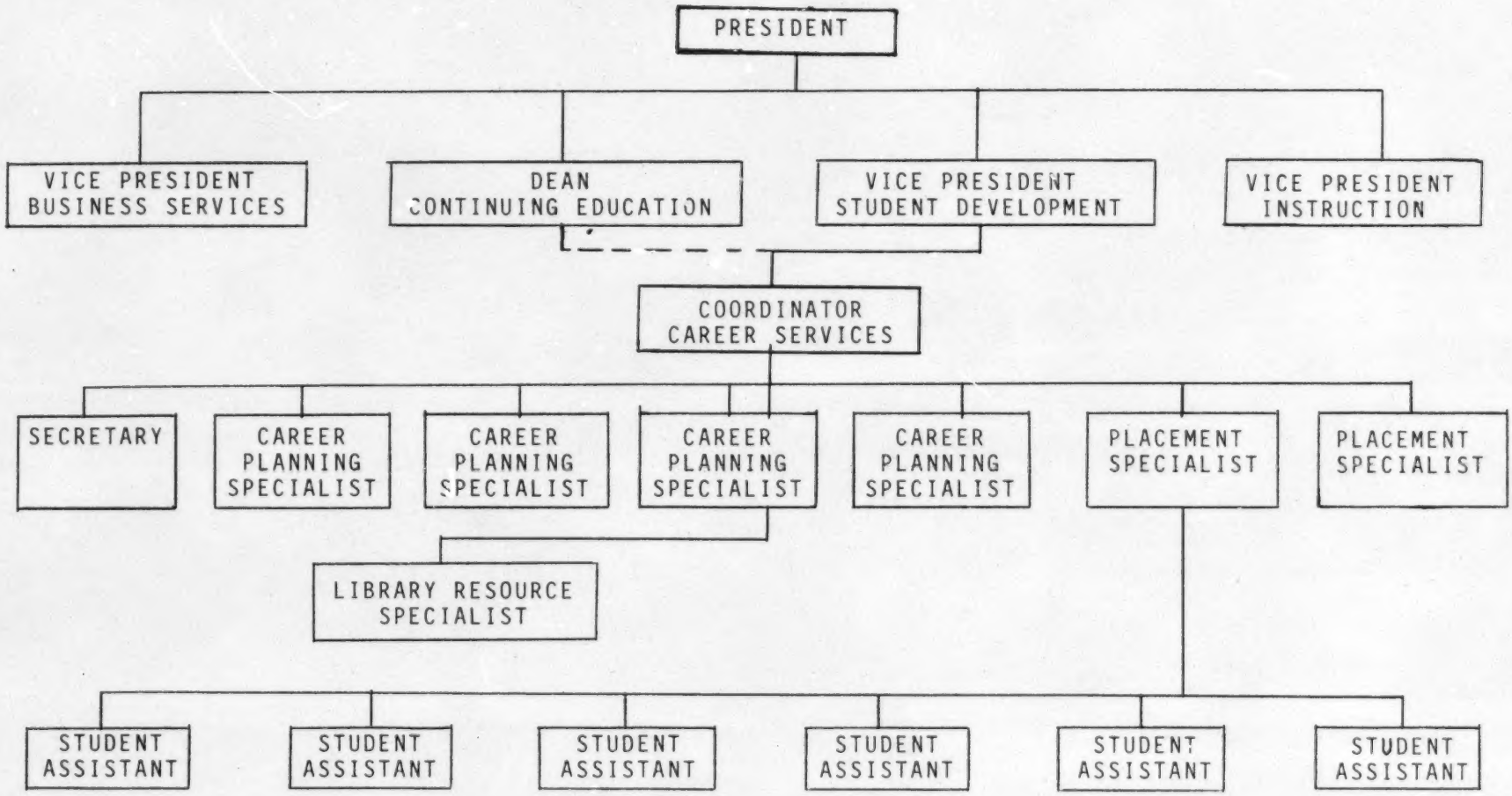
Hours: 12:30-8:30 M-Th

PERSONNEL	RESPONSIBILITIES
One Drop-in Counseling Specialist	This individual will either be a Career Planning or Placement Specialist who is responsible for intake counseling and referrals.
One Part-Time Library Resource Specialist	This individual works approximately 18 hours a week and is responsible for ordering new resources for the Career Resources Library, maintaining existing resources, and other duties as assigned.
One - Three Student Assistants	One individual is responsible for receptionist duties, including scheduling appointments. The other two individuals are responsible for coding, typing, and filing job order forms, and assisting students.

In addition to the Specialist who is covering drop-in, there is always at least one other Specialist available for appointment coverage.

All Specialists have 21 hours of drop-in and appointment time committed each week.

STAFFING HIERARCHY



ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

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